

St Andrew's CE Primary School



Geography Curriculum



Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At St Andrew's, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensure that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

Impact

By the time pupils leave St Andrew's school they will:

Have an excellent knowledge of where places are and what they are like.

Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

Have an extensive base of geographical knowledge and vocabulary.

Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

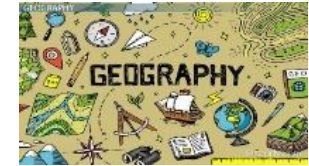
Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.

Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.







Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.



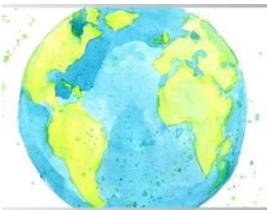




Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.









RUBIES

AUTUMN	SPRING	SUMMER
The UK and a Contrasting Locality	Where in the World?	Earth Explorers – Naming and Knowing
<p style="text-align: center;">Year A: At the Farm</p>  <p>Take a trip to the countryside and explore a working farm. Find out about arable, livestock and dairy farms and the difference between them, before taking a closer look at a fictional farm that does a little of everything! Learn about the features of a farm and use a map to navigate around a farm, as well as thinking about the differences between life in the country and life in a busy town.</p>	<p style="text-align: center;">Year A: Me and My World</p>  <p>Understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. Visit different countries and explore their climate and land features your class will find out which animals live in hot climates and which live in cold climates. They will then think about their habitats in terms of their proximity to the equator or the poles. Encourage the children to think about why different animals can survive in the climate they live in.</p>	<p style="text-align: center;">Year A: The Four Seasons</p>  <p>Learn about the weather patterns of the seasons. Children will find out which months of the year belong to which season, as well as what the weather is like in spring, summer, autumn and winter, and what this means for animals, people and the landscape.</p>
<p>Links to Prior Learning: Through children's own experiences and previous knowledge of the world around them.</p>		
<p style="text-align: center;">Year B: Animals Around the World</p>  <p>Explore the coastal habitats of different animals and identify the seven continents by placing animals on their native continent. Children will begin to identify a location's temperature based on its distance from the equator and place animals in their preferred climates. Discover how animals' appearance and behaviour change with the seasonal changes and investigate the national animals of the UK and around the world.</p>	<p style="text-align: center;">Year B: Let's Explore London</p>  <p>Take a trip to one of the most famous cities in the world, London. Find out more about London, including its location, geographical features and famous landmarks. Through photographs, information, questioning and fun activities. Children will soon be as familiar with London as any Londoner!</p>	<p style="text-align: center;">Year B: Seas and Coasts</p>  <p>Visit oceans, seas, continents and countries. Find out about different human and physical features of our seas and coasts. They will also learn about jobs and resources that are linked to the sea.</p>
<p>Links to Prior Learning: Through children's own experiences and previous knowledge of the world around them.</p>		
EMERALDS		
AUTUMN	SPRING	SUMMER

The UK and a Contrasting Locality	Where in the World?	Earth Explorers – Naming and Knowing
<p>Year A: The UK vs France vs non-EU</p>  <p>Take a trip to compare the UK and the Caribbean. Covering seasonal weather patterns, fruit, houses, landscapes and the people who live there.</p>  <p>Take a fun trip to France. Help your class to locate France and Paris on a world map, before taking a closer look at some of France's most famous landmarks, landscapes, climate, food, features and characteristics. They can also further develop their understanding of this famous city by comparing the cities and Paris to London.</p>	<p>Year A: Countries of the World</p>  <p>Children will learn to identify and locate the seven continents and some of the countries within each one, and they will also explore areas of human and physical geography around the world, from population and culture to mountains and rivers.</p>	<p>Year A: Rainforests</p>  <p>Take a trek into the depths of the Rainforest topic, discover where the rainforests are located, what they are like, who lives in rainforests (including animals, plants and indigenous peoples).</p>
<p>Links to Prior Learning: Let's Explore London (key features, location)</p>	<p>Links to Prior Learning: Me and My World (climates, landmarks), Animals from Around the World (climate, landmarks, continents, animals), Seas and Coasts (continents and countries)</p>	<p>Links to Prior Learning: Me and My World (climates, landmarks), Animals from Around the World (climate, landmarks, continents, animals), Seas and Coasts (continents and countries)</p>
<p>Year B: Investigating our local area</p>  <p>Start by using maps to spot familiar places and give directions to and from local points of interest then teach children the difference between physical and human features. Putting their geographical skills to the test, children will have the chance to examine services in the local area and create a survey of jobs and travel. Finally, consolidate their knowledge by asking them to evaluate their local area and provide information for visitors and tourists.</p>	<p>Year B: Our European Neighbours</p>  <p>Take a trip across the English Channel to discover the continent of Europe! Children will discover some fascinating facts about Europe, but they will also find out the names, locations and features of European countries and capitals.</p>	<p>Year B: Extreme Earth</p>  <p>Explore the Earth's greatest natural disasters and extreme weather phenomena, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis.</p>
<p>Links to Prior Learning: At the Farm (countryside, local environment), The Four Seasons (weather and landscape)</p>	<p>Links to Prior Learning: Me and My World (continents, climates), Let's Explore London (key features, location), The UK vs France vs Non- EU (knowledge of European countries, location), Countries of the World (continents, physical and human features).</p>	<p>Links to Prior Learning: Me and My World (climate, equator), The Four Seasons and Animals Around the World (weather and climate), Countries of the World (human and physical geography).</p>

DIAMONDS

AUTUMN	SPRING	SUMMER
The UK and a Contrasting Locality	Where in the World?	Earth Explorers – Naming and Knowing
Year A: Raging Rivers	Year A: Water World	Year A: Trade and Economics
 <p>Children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world</p>	 <p>Children will start by identifying some different types of bodies of water around the world and then move on to the water cycle and its importance on our planet. Children will investigate how water is collected, stored, treated and used in the United Kingdom before comparing our water usage to water usage and availability in Kenya. There is also the opportunity to learn how water can contribute to a sustainable future, as well as the chance to go on a field trip to consolidate their learning</p>	 <p>Children will explore the UK's trade links today and in the past, finding out about goods imported and exported and methods of transport used. Through a more detailed look at one of the UK's trade partners, children will learn about the benefits of trading internationally as well as the risks to area. Children will also learn about fair trade and why it is important in a global market.</p>
<p>Links to Prior Learning: Let's Explore London (famous rivers), Countries of the World (landscape, physical features), Investigating Our Local Area (river Severn, landscapes), Our European Neighbours (physical features of Europe), Extreme Earth (weather and its affects on rivers).</p>	<p>Links to Prior Learning: Locational and place knowledge in Me and My World, Let's Explore London, Animals Around the World, Seas and Coasts, Investigating Our Local Area, Our European Neighbours, Extreme Earth, Raging Rivers.</p>	<p>Links to Prior Learning: Seas and Coasts (jobs and people), Let's Explore London (famous landmarks), Countries of the World (human geography – population, jobs, housing), Our European Neighbours (links with Europe), Raging Rivers (living by rivers).</p>
Year B: The UK	Year B: South America	Year B: Enough for Everyone – Energy and the Environment
 <p>Children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK</p>	 <p>Lead the children on a voyage of discovery to South America as they learn about the countries, culture and geography of this fascinating continent. They will learn about the climate, the geographical features, the industries and the people of South America, giving them an insight into how life in South America is different to life here in the UK.</p>	 <p>Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where recourse such as power and food some from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think</p>

		about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.
Links to Prior Learning: Let's Explore London (human and physical), Seas and Coast (physical features), The UK vs France vs Non- EU (knowledge of UK and physical features), Countries of the World (continents), Our European Neighbours (location of UK), Raging Rivers (landmarks inc. rivers), Trade and Economics (links with UK, human features),	Links to Prior Learning: Me and My World (continents, locational skills), Animals Around the World (continents, locational skills), Seas and Coasts (knowledge of seas/oceans), Extreme Earth (climate), Rainforests (physical features), Raging Rivers (knowledge of rivers), Trade and Economics (human features and links).	Links to Prior Learning: All - human impact on the physical geography of the world.

The UK and a Contrasting Locality				
RUBIES		EMERALDS		DIAMONDS
<p>Age 3/4 Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Reception Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p>	<p>Y1 Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.</p> <p>Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Locational Knowledge Y2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas</p> <p>Place Knowledge Y2: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a small area in a contrasting non-European country</p> <p>Geographical skills and fieldwork Y2: Use world maps, atlases and globes to</p>	<p>Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America.</p> <p>Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

			<p>identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (LKS2)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries around the world and describe features studied.</p>	
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Where in the World?

RUBIES			EMERALDS		DIAMONDS
<p>Age 3/4</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Reception</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Y1</p> <p>Locational Knowledge</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Geographical skills and fieldwork.</p> <p>Use world maps, atlases and globes to identify countries around the world</p> <p>Use simple compass directions</p> <p>describe the location of features and routes on a map.</p> <p>Use aerial photographs to recognise landmarks and physical features.</p> <p>Use simple fieldwork and observational skills.</p>	<p>Locational Knowledge</p> <p>Y2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Name the seven continents and their features.</p> <p>Geographical skills and fieldwork</p> <p>Y2: Use simple compass directions (North, South, East, West) and locational language (for example, near, far, left, right), to describe the location of features and route on a map.</p> <p>Use aerial photographs to</p>	<p>LKS2: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>LKS2: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans</p>	<p>Locational Knowledge</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

			recognise landmarks and physical features.	and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries around the world and describe features studied.	
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Earth Explorers – Naming and Knowing					
RUBIES		EMERALDS		DIAMONDS	
<p>Age 3/4 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Reception Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>Y1 Human and Physical Geography Identify seasonal and daily weather patterns in the UK.</p> <p>Identify hot and cold weather patterns in different countries.</p> <p>Name key physical features and key human features</p>	<p>Human and Physical Geography Y2: Use basic geographical vocabulary to refer to: key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather.</p>	<p>LKS2: Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes, and the water cycle.</p>	<p>Human and Physical Geography Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>